



October 2007

Welcome

The project team has continued to work on the ILTLP website over many months now and we would like to draw your attention to particular aspects of it that you may find interesting and informative. This edition of the e update will introduce you to the discussion papers section, giving a brief abstract of what you will find in each of the papers. Clicking on the underlined sections while holding your Ctrl button will take you directly to the papers.

Discussion Paper 1

Why the intercultural matters to languages teaching and learning: an orientation to the ILTLP programme

This paper provides a rationale for intercultural language learning, with a specific focus on its role in engaging students in life, learning and employment. It then describes the nature of intercultural language learning and how it differs from communicative or task-based language teaching and learning. The difference is not just methodological. It is a difference in the way language, culture, learning and teaching are understood.

[1 - An orientation to the ILTLP programme](#)

Discussion Paper 2

The challenge in developing learning programmes for intercultural language learning

This paper describes the way in which developing programmes for intercultural language learning, for students who are both performers/participants and analysers of intercultural communication, needs to be conceptualized. The shift is from concepts such as 'content' and its 'coverage' to address 'learner needs and interests', to programming focused on meaning-making in interactions and learners as meaning –makers. Specific questions are provided to stimulate a consideration of programming practices.

[2 - Developing learning programmes](#)

Discussion Paper 3

Developing programming for intercultural language teaching and learning; insights from project team feedback

Feedback provided by ILTLP project team members to participants in Phase 1 is analysed to provide insights into the process of developing programmes. The questions provide a starting point for considering current programming practices in developing units of work and long term programmes to support intercultural language teaching and learning.

3 - Programming insights from project team feedback

Discussion paper 4

The importance of questioning in intercultural language teaching and learning

The significance of questioning in intercultural language learning was highlighted during Phase 1 of the project, as ILTLP team members worked with teachers preparing units of work and long term programmes. This paper explores the types of questions asked by team members to elicit teachers' thinking regarding student learning and teachers' roles in the intercultural classroom. They are intended as a stimulus to personal reflection.

4 - The importance of questioning

Discussion Paper 5

Language choices in the intercultural classroom

Intercultural language learning gives a place to the use of both the target language and the learners' first and/or other language(s). There is a need to develop a balance however as each language contributes differently to learning. The aim of language choices is to develop an informed approach to using as much of the learners' language repertoire as needed to enhance learning. The balance of languages will differ according to the features of individual classrooms, but the use of each language is not random, but rather relates issues such as learning focus, modes of communication, degree of creativity and participants. Both languages can be used in combination to achieve a range of communicative aims.

5 - Language choices in the intercultural classroom

Discussion paper 6

Assessing intercultural language learning

This paper provides background to considering how to assess intercultural language learning. It describes why traditional views of assessment are not sufficient. Essentially, assessing intercultural language learning requires assessment of both students' performance of communication in the target language (students as performers) and how they explain the intercultural to themselves (students as analysers). Some features of assessment of intercultural language learning are provided.

6 - Assessing intercultural language learning

Discussion paper 7

'Before and 'after': changes to programming arising from a feedback process.

During Phase 1 of the project, Nhu Trinh, a teacher of Chinese, was one of a number of teachers who worked with project team members in a feedback process to develop intercultural units of work and long-term programmes for their classes. Changes to Nhu's programming that arose through this process are presented in a 'before' and 'after' model. The importance of dialogue in intercultural language learning is explored in Discussion Papers 3 and 4, and provides the foreground for this paper.

Discussion paper 8

Why an investigative stance matters in intercultural language teaching and learning: an orientation to classroom-based investigation

This discussion paper seeks to develop the idea that classroom investigation can be an integral part of teaching and learning, an ongoing 'stance' which enables us to gather valuable information about teaching and learning which may otherwise go unnoticed. This information can in turn inform how we understand and develop intercultural language teaching and learning for our students.

8 - Why an investigative stance matters

In drawing your attention to these papers we invite you to contribute your thoughts and ideas to the discussions. You can do this through the monitored forum section of the website. We'd really like to hear what you make of these issues and what it all means for you, your teaching and students' learning.

ILTLP Key Dates

October	
23	Reporting Day Australian Capital Territory
25	Reporting Day South Australia
26	Reporting Day New South Wales
November	
2	Reporting Day Queensland
16	Reporting Day Western Australia
16	Reporting Day Victoria
19	Reporting Day Tasmania
26	Reporting Day Northern Territory
November – January	Phase 4 – Refinement of the ILTLP resources and reporting

Contact

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